DOCUMENT RESUME

ED 224 337 FL 013 380

AUTHOR Tobin, Yishai; Aphek, Edna
TITLE Applying Linguistics to Solve Particular Problems of Selected "Function Words" in the Reading of Hebrew as a Foreign Language.
PUB DATE Aug 82
NOTE 32p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Applied Linguistics; *Function Words; *Hebrew; Reading Comprehension; *Reading Instruction; *Second Language Instruction; Semantics; Syntax

ABSTRACT

The application of linguistic analysis of selected function words to the improvement of Hebrew-as-a-second-language reading skills is examined. Semantically, it is shown that form content analysis can provide a unitary meaning to account for various polysemous contextual meanings of Hebrew prepositions. Syntactically and pragmatically, it is shown that the preposition "al" has begun to replace the preposition "b" in new expressions for both pragmatic and orthographic reasons, to be used in new semantic fields, and to create new syntactic formulas. Stylistically, it is demonstrated that the various Hebrew conjunctions meaning "but" serve as style markers for genres of modern Hebrew journalistic, literary, and academic texts. (Author/RW)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED224337

# Applying Linguistics to Solve Particular Problems of Selected 'Function Words' in the Reading of Hebrew as a Foreign Language

Yishai Tobin
Foreign Literatures and Linguistics
Ben Gurion University of the Negev
P.O. Box 653
Be'er Sheva 84 105
Israel

Edna Aphek
Translation in Judaica Program
Jewish Theological Seminary
P.O. Box 653
Jerusalem 91 001
Israel

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Yishai Tobin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FL013380

In this paper we will discuss how linguistic analyses of selected 'function words', i.e., prepositions and conjunctions, may be applied to improve the reading comprehension skills of readers of Hebrew as a foreign/second language. Semantically, we will show how form content analysis, a Saussurian based, functionally oriented linguistic theory developed at Columbia University can provide a single unitary meaning to account for the various polysemous contextual meanings of prepositions such as -b- ('in, at, on, among, within, into, with, by, of, through, when, while, because, of, as') and -l- ('to, unto, into, towards, during, for, about, according to, at, by, of, within, each, every, as, belonging to'). Syntactically-pragmatically, we will show how the preposition -al- ('on, upon, above, over, by, near, to, unto, towards, against, with, together with, for, on behalf of, because, on account of, concerning, about, by') has begun to replace the preposition -b- in new expressions, (for what may be both pragmatic and orthographic reasons), to be used in new semantic fields, and has created new syntactic formulae. Stylistically, we will show how the choice of various Hebrew conjunctions (-aval-, -ax-, -ulam-, -bram-, -ki-im- and -ela-) which can all be translated as 'but', serve as style markers for various genres of modern Hebrew journalistic, literary and scientific-academic texts.

## Introduction

There may very well be two ways of viewing theoretical linguistics vis a vis foreign language teaching in general and reading comprehension in particular. One is that each is to go its own separate way. Theoretical linguists will continue to theorize to and for each other and foreign language teachers will continue to teach second language skills ignoring work done in theoretical linguistics. The other alternative is that theory for theory's sake alone is incomplete, useless, or merely interesting, but the test for theoretical linguistics is in its application. This paper, has been written in the belief that theoretical and applied linguists should, together, find the way to utilize theory to improve the existing methods of language teaching.

In this paper we will attempt to show the efficacy of applying theoretical linguistic analyses of selected so-called 'function' words, e.g., prepositions and conjunctions, to various semantic, syntactic-pragmatic and stylistic problems they may present to readers of modern Hebrew as a foreign or second language. In general, the problems of function words has seemed to be of peripheral importance in basic reading comprehension (save for studies on the use of the 'definite article' in English, e.g., Huckin and

Olsen 1981). We will specifically deal here with:

a) the problem of the polysemy of two of the most common Hebrew prepositions -b- ('in, at, on, among, within, into, with, by; of, through, when, because of, as') (Alcalay 1965:180) and -l- ('to, unto, into, towards, during, for, about, according to, at, by, of, with, in, within, each, every, as, belonging to') (Alcalay 1965:1081). This will be accomplished by presenting an alternative linguistic analysis of these forms based on a single, unitary meaning (a signifié) (Cohen 1972, 1974, Tobin 1975, 1981 d) which will account for all their specific contextualized lexical meanings.

b) the syntactic-pragmatic implications of 'new' uses of the preposition -al- ('on, upon, above, over; by, near; to, unto, towards, against; with, together with; for, on behalf of; because, on account of; concerning, about; by) (Alcalay 1965:1895), and

c) the stylistic implications of the choice of one or more of the various Hebrew conjunctions -aval-, -ax-, -ulam-, -pram-, -ki-im-, and -ela- (all of which can be translated as 'but') in textual

discourse as a style marker in journalistic, literary, or scientific-academic texts.

## Unitary Meanings versus Polysemy

Students studying Hebrew as a second or foreign language are very often puzzled and confused by the very many specific lexical and contextualized meanings, uses and functions the so-called Hebrew prepositions bear in relation to their English (or other languages') 'equivalent' counterparts. This is particularly true since these so-called prepositions in modern Hebrew also serve as adverbial markers (-b- + adjective = adverb), (e.g., b + emet = b + 'true' = 'truly', 'really', 'honestly') both on productive as well as idiomatic levels (e.g., b-seder = b + 'order' = 'o.k.'); b-vakasa = b + 'request' = 'please', 'your welcome',), as what appear to be oblique case markers, (accusative or instrumental case markers) (e.g., hu tipel b-gan = 'he tended the garden',) (hu paras basar b-sakin = 'he cut meat with a knife'), as well as spatio-temporal relation markers, (e.g., hu b-heder = 'he's in a room', hu yaxzor b-šalos = 'he'll be back at three'.). Thus, when encountering the preposition -b- in a text, the student must define it lexically, semantically, functionally, pragmatically and syntactically. Furthermore, being that it may also be used idiomatically, a componential

kind of semantic analysis may not be of much use to him if the meaning of the expression containing the preposition form is not equal to the meanings of the sum of its parts (Frege's semantic principle).

This is also the case for the preposition -l- which functions as a spatio-temporal relation marker (e.g., ani nosea l-tel aviv l-šloša yamim 'I'm going to Tel Aviv for three days'), an infinitive marker, (e.g., ani ohev l-štot 'I like to drink'), as well as a 'dative case marker', (e.g., hu natan maka l-more 'He slapped a teacher', i.e., literally, 'he gave a slap to a teacher'). The preposition -l- also appears in many idioms, particularly spatio-temporal adverbial idioms both 'durative' and 'punctive', as does the preposition -b-.

To add to these mainly typical linguistic decoding problems, modern Hebrew further complicates the situation by its orthographic conventions. First, these prepositions do not appear as separate, individual words preceding the words they are related to, but are written as agglutinated forms added on to those words to form a single unit. Thus, the reader of Hebrew as a first as well as a second or foreign language has to actually fluently understand the

text while he is reading it in order to determine whether the -b- or -l- at the beginning of a word represents 'the prepositions -b- or -l- (with their various multiple meanings and functions) plus something else' or, on the other hand, has he merely encountered a single word that happens to begin with the letters -b- or -l-. Furthermore, modern Hebrew is written without vowels which further complicates the mastery of reading texts for both readers of Hebrew as a first and or a foreign second language. This particular fact also makes the identification of these prepositions even more difficult particularly since the definite article ha, ('the') in Hebrew is assimilated into the preposition -b- + ha = ba, -l- + ha = la, thus, a reader of modern Hebrew has to figure out in context while reading whether the -b- or -l- in word initial position is acting as a preposition, case marker, adverb marker, infinitive marker, or a mere initial letter to a word or part of an idiomatic compound, and if the first, is it 'definite' or 'indefinite', All of this must be accomplished in devocalized texts where the crucial cue is very often missing! So, even without further elaborating here upon the problems of semantic polysemy, or morpho-syntactic multi-funtionalism, or orthographic hurdles, and without further examples and contrastive data, the problems of these particular prepositions in texts should be fairly clear to the reader.

We do not feel that linguistics has all the answers to these problems related to the role of prepositions in reading modern Hebrew, but we do feel that some of these problems may be partially eased or alleviated by providing a single meaning, a unitary or unified meaning (a signifié in Saussurian terms) which could consistently account for the use of these forms every time they are used and could guide the reader. Such analyses for these prepositions (Cohen 1972, 1974) have been performed in the form content analysis school of linguistics.

Form content analysis is a Saussurian-based, functionally oriented, non-transformational non-generative linguistic theory developed in the last twenty years by Professor William Diver and his students at Columbia University. It is based on the premise that the structure of language is motivated by its function as a device of human communication. Form content analyses have been made for modern English, old English, French, German, Dutch, Spanish, Persian, Biblical Aramaic, modern Israeli Hebrew, Chinese, Latin, Greek, and other languages.[1] Several formal attempts have been made to apply form content analysis to foreign language teaching in general and to the problems of second language reading comprehension in particular.[2]

Cohen (1972, 1974) postulated and validated a single, unitary meaning for each of these prepositional forms, -b-, and -l- which we feel can aid the foreign language learner in deciphering and decoding these forms in both spoken and written modern Hebrew discourse. The ~~forms~~ he postulated were CIRCUMSTANCE for the preposition -b- and ORIENTATION for the preposition -l-. Thus, if provided with these unitary meanings the reader of modern Hebrew texts need not have to resort to the use of a dictionary to 'fish out' which of the various appropriate polysemous meanings or multi-functional uses he may need in a particular sentence or context whenever the agglutinated devocalized prepositional form may appear in a text. He merely has to first, recognize it as a constituent and bear in mind that -b- is signalling a circumstance he should be noting or -l- an orientation he should be alerted to or following. Being that most students blindly grasp at the first dictionary meaning or use they encounter anyway, by having a single meaning they may learn to rely less on a chance look at a dictionary and more on perceptual cues in actual context.

A Syntactic-Pragmatic Analysis of the Preposition al

Another frequently used function word in modern Hebrew is the preposition al ('on, upon, above, over,; by, near; to, unto, towards, against; with, together with; for, on behalf of; because, on account of; concerning, about; by') (Alcalay 1965:1895). Aphek and Kahanman (1982) have analyzed various syntactic-pragmatic aspects of the use of this form in modern Hebrew some of which are relevant to the reading of Hebrew as a second or foreign language.

The preposition al, both in informal spoken and in certain written contexts is replacing some of the specific uses of the preposition -b- we have already discussed particularly in its adverbial, idiomatic and case marking aspects, (e.g., histakel al : 'look at', naal et ha-delet al mafteax = lock the door with (a) key) etc. Examples such as these are most prevalant in spoken Hebrew, but have also been culled from the Hebrew daily press (Ma'ariv and Yediot Aharonot, the two most popular afternoon dailies) and the works of popular Israeli novelists such as Dan Ben-Amotz and Aharon Megged, as well as in the published dialogue of leading entertainment groups, in popular songs and in children's literature.

One of the explanations offered for the replacement of -b- by al (at least in written texts) may be connected to the agglutinative orthographic nature of the former. The preposition al, on the other hand, always appears as a free and independent form. As far as the spoken language is concerned, the fact that it also is a closed syllable (VC) may also be significant. Furthermore, the adverbial use of -b- (e.g., b-emet = 'truly') may be perceived as a single lexical (idiomatic) entry as mentioned above and can therefore collocate with another preposition such as al giving us utterances such as: hu lakax et ze al b-emet = 'he took it at face-value' or literally: 'he took it on on truly'.

The preposition al, like the other prepositions we have discussed is now taking on syntactic properties (oblique case marking and the creation of new syntactic structures): e.g., the literal statement hu met/ al kidus ha-šem : 'he's dying/ for the sake of martyrdom' (in the sanctity of the Lord') superficially has now become an established new syntactically structured metaphorical idiom/met al/ : 'to be crazy about', 'love', e.g., hu met al/ garinim ve koka-kola : 'he loves (is crazy about')/ sunflower seeds and Coca-Cola.', where met is now used as a transitive verb (Aphek and Ikahanman 1982, Malisdorff 1979). [3]

Or, the verb sam = 'put' which usually collocates with the traditional accusative marker et, as well as in expressions with both et and al phrases, but today in idiomatic colloquial Hebrew one can also hear (and read) hu lo sam al = 'he doesn't put store in, on' or 'he doesn't give a damn'. Furthermore the preposition al in this superficially similary syntactic construction has now entered into several new semantic fields by collocating with verbs specifically having a pejorative connotation of ridicule (e.g., metsaftsef al, or lo sam al, = 'not caring', not giving a damn') as well as verbs dealing with an extreme liking or desire (e.g., daluk al = 'charged over', met al = mesuga al = 'crazy about'. It seems that once this new syntactic structure was formed with one verb in the semantic field it has and is still being extended to others within the same semantic field.

The form al is also now being used as an intensifier or in the structural pattern of 'preposition + adjective' to describe the manner in which something is performed, (e.g., al xam = 'red-handed', (literally on hot) or preposition + noun, (e.g., al ha-makom = 'on the spot'). All of these new syntactic and semanticuses of the preposition al can be explained pragmatically as the creation of new idioms or expressions or verbal or adverbial phrases to fill

in semantic voids in modern Hebrew. Furthermore, -al- is now being 'affixized' both as a prefix and a suffix (e.g., al-kolia 'super-sonic', and maatsamat al 'super-power'). It is our contention that such theoretical syntactic-pragmatic analyses of 'function' words such as al and their changing communicative role in modern Hebrew can also serve to aid students in foreign or second language acquisition in general and reading in particular.

= al = CONNECTION

Function Words as Stylistic Markers

Modern Hebrew possesses various forms which can all be translated as 'but' in English mais in French, pero in Spanish, or aber in German: -aval-, -ax-, -ulam-, -bram- whose function in an utterance is to indicate a contrast of some kind, (e.g., 'he studies hard, but doesn't succeed'). In addition there are two other forms, -ki-im- and -ela- whose meaning is something similar to 'exclusive contrast' also translated as 'but' or 'except' in English or sondern in German or sino in Spanish which usually appear in negative sentences, (e.g., I'm not going to Tel Aviv, but to Haifa'), These forms and their meanings are schematized in figure 1 (Tobin 1980).

- Insert Figure 1 -

All of these forms, either those translated as 'but' or 'however' or those translated as 'but', 'however', or 'except', appear to be in free variation in most utterances according to their respective meanings. We have seen, however, that the actual choice of which form from either of these two groups may very well be determined by the register or genre of the text in which it appears. Thus, we can find a skewing of the various forms in different genres indicating that they may be serving as 'style markers' in the sense outlined by Nils Enkvist (1964).

Following the Prague school we can say there are four functional categories of style: a) speech, (b) publicistic or journalistic, (c) scientific or academic and (d) literary, poetic or artistic. Tobin (1980) examined the distribution of these six 'buts' in modern Hebrew in all of these categories:

a) In the category of spoken Hebrew: two anthologies of recorded conversations were examined. In over 200 pages of spoken texts we found over 440 examples of aval, 61 examples of ela and only 3 examples of ax. In the prose passages connecting or introducing the recorded conversations there were examples of aval, ax, ulam and ela. The distribution of 'but' forms in spoken Hebrew can be seen in table 1.

- Insert Table 1 -

(b) In the publicistic-journalistic genre examinations of the editorial pages and the magazine sections of one of Israel's leading dailies for a 15 week period, all of the 'but' forms appear, and it is even possible to find certain journalists favoring the use of particular forms. The forms are skewed, however, in the following way: aval, ax, and ela appear the most frequently, the form ax, being the most frequent in 10 of the 15 weeks examined. The form ulam also appears at a rather frequent rate while the forms bram and ki-im appear rarely, the former in editorials as opposed to magazine articles. The distribution of the various 'but' forms in journalistic or publicistic prose can be seen in table 2.

- Insert Table 2 -

(c) In the academic-scientific category in Balshanut Shimushit, the journal of the Israel Association for Applied Linguistics and in the Hebrew translation of Language and Mind by Noam Chomsky we can once

again see all of the various 'but' forms being used. One is particularly impressed by the frequency of the specific forms ax and ulam. In this category as well the use of the forms bram and ki-im is rather peripheral. As in journalistic prose, certain authors may be found who have a clear preference to specific 'but' forms over others. The distribution of the various 'but' forms in scientific or academic prose can be found in table 3.

- Insert Table 3 -

(d) In the literary-artistic category, two novels Oz (1968) and Sened (1968) and an anthology of Israeli short stories (Spicehandler 1971) were examined with regard to the distribution of the different 'but' forms. There was a very clear skewing in favor of the forms aval, ax and ela on the part of all the authors, as well as personal preferences for particular forms in general and those used peripherally in this category such as ulam and ki-im in particular. In an examination of English prose translated into Hebrew similar skewings of the various 'but' forms were also found. The distribution of the various 'but' forms in the

literary prose texts examined can be found in Table 4.

- Insert Table 4 -

Following the definitions of style markers established by Enkvist (1964) we can see that the 'but' forms aval and ela indicating 'contrast' and 'exclusive contrast' are neutral in the sense that they appear in all contexts in each of the various registers or genres or categories. We must add, however, that if they are the only forms which appear, the register may be marked for informality and be of the spoken category.

The other 'but' forms appear in all the other categories of the written language. The form ulam being skewed in academic-scientific and journalistic prose as opposed to artistic and literary prose. The form ax appears in all the categories, marginally in spoken Hebrew, but quite frequently in all the categories of written Hebrew particularly in literature.

The use of ki-im and bram, on the other hand, is marginal in all the categories, with the former appearing more

frequently in literature and the latter in editorials and scientific-academic prose. [4] Thus, we can see that the use of particular function words such as the various 'buts' in modern Hebrew may have implications to the learning of modern Hebrew in general and to the competence developed by students to recognize different genres, registers or styles of written prose in particular. This is also obviously related pedagogically to curriculum development, i.e., when the various function words should be taught, and in which order and by which method related to the various language skills.

## Conclusion

In this paper we have tried to point out how linguistic or stylistic analyses of what appear to be simple 'function' words in modern Hebrew may be used to aid students semantically, syntactically, pragmatically and stylistically to reach an improved understanding of written texts in modern Hebrew. This has been done by showing:

a) how polysemous prepositions may be simplified by providing unitary meanings for them in light of their many specific lexical, contextual meanings

and functions which are particularly aggravated by the orthographic conventions of modern Hebrew which agglutinate some of them onto other words and do not vocalize them in order to mark them as separate words or as 'definite' or 'indefinite' markers.

(b) How the orthographically non-agglutinated preposition al has begun to replace other prepositions and the semantic and syntactic-pragmatic implications thereof particularly in spoken Hebrew as well as journalistic prose and children's literature.

(c) How some of the various Hebrew forms meaning 'but' (in a contrastive and exclusive contrastive sense) can serve as style markers for readers of Hebrew texts in different genres, categories, and registers.

Footnotes

1

Some of the works of Form Content Analysis include: Cohen (1972, 1974, 1975), Contini-Morava (1976), Diver (1969, 1974, 1975, 1980), García (1975, 1977, 1979), Kirsner (1969, 1977, 1979 a.b.), Klein (1975, 1976), Otneguy (1977), Reid (1974, 1980), Reid and Gildin (1979), Tobin (forthcoming a), Zubin (1975, 1979, 1980). For a full bibliographical list of Form Content Analysis see Diver 1980 pp. 44-45.

The most detailed expositions of the basic theoretical constructs of Form Content Analysis can be found in García (1975:Chapter 2) and Kirsner (1979 b:Chapter 2) and Diver (1980).

2

Application of form content theory in conjunction with other theoretical linguistic approaches for the purposes of improving second language reading comprehension may be found in Tobin 1975, 1979, 1981 a, b, c, d, 1982 a, b, and forthcoming b,c.

3

We would like to further point out that al also replaces other prepositions (e.g., -l-, bišvil, or avur, 'for,' ) particularly in spoken Hebrew. Furthermore, it is very possible that this process will be extended to written Hebrew as well.

4

We would like to point out that ki-im is particularly problematic. It is a composite of two polysemous function words ki (because, that, which...') and im ('if, whether', even...') both of which also collocate with other forms to form diverse idiomatic expressions. Therefore, the student of Hebrew must once again determine whether he should process the forms componentially or view them as a single unit.

References

APHEK, E., and KAHANMAN, I. (1982) The preposition al in modern Hebrew. S. Kodesh (ed.) Sefer Gross. Jerusalem. (to appear).

ALCALAY, R. (1965) The complete Hebrew-English dictionary Tel Aviv: Massada.

COHEN, D.R. (1972) One form and its one meaning - the Hebrew preposition -b-. Paper delivered at the LSA Annual meeting. December 28, 1972. Atlanta, Ga. (mimeographed ms.)

_____. (1974) The system of participation in modern Hebrew. Talk given at "Thursday Evening Seminar", Columbia University. October 24, 1974. (mimeographed ms.)

_____. (1975) Subject and object in Biblical Aramaic: A functional approach based on Form Content Analysis. Afroasiatic Linguistics 2 (1), 1-23.

CONTINI-MORAVA, E. (1976) Statistical demonstration of a Meaning: the Swahili locatives in existential assertions. Studies in African Linguistics. 7, 137-156.

DIVER, W. (1969) The system of relevance of the Homeric verb. Acta Linguistica Hafniensa 12,45-68.

_____. (1974) Substance and value in linguistic analysis. Semiotèxt(e) 1,13-30.

_____. (1975) Introduction. Columbia University Working Papers in Linguistics (CUWPL) 2,1-26.

_____. (1980) The ecology of language. Columbia Working Papers in Linguistics 5,1-5.

ENKVIST, N.E. (1964) Linguistics and Style. London: Oxford University Press.

GARCÍA, E.C. (1975) The role of theory in linguistic analysis:The Spanish pronoun system. Amsterdam: North Holland.

_____. (1977) On the practical consequences of theoretical principles. Lingua 43,129-169.

_____. (1979) Discourse without syntax. In (eds.) T. Givon and C. Li, Discourse and Semantics, New York: Academic Press, 23-46.

HUCKIN, T. and OLSEN, L. (1981) Teaching the use of the article in EST. In Selinker, L., Tarone, E. and Hanzeli, V. (eds.). English for academic and technical purposes. Rowley, Mass: Newbury House. 165-192.

KIRSNER, R.S. (1969) The role of zullen in the grammar of modern standard Dutch. Lingua 24,101-154.

_____. (1972) On deixis and degree of differentiation in modern standard Dutch.Phd. Dissertation. Columbia

_____. (1977) The theory. CUWPL 4:21-58. Also appearing as Chapter 2 in The problem of presentative sentences in modern standard Dutch. Amsterdam: North Holland.

_____. (1979 a) Deixis in discourse:An exploratory study of the modern Dutch demonstrative adjectives. In (eds.) T. Givon and C. Li, Discourse and Syntax. New York: Academic Press, 355-375.

_____. (1979 b) The problem of presentative sentences in modern standard Dutch. Amsterdam: North Holland.

KLEIN, F. (1975) Pragmatic constraints on distribution: The Spanish subjunctive. CLS II,353-365.

_____. (1976) "Same vs. Different" crosslinguistically: The 'articles' in English and Spanish. CLS 12,413-425.

MALISDORFF, Z. (1979) Love through death in Modern Hebrew. A semantic treatment. Afro-asiatic Linguistics 7 (2) 2-16.

OTHEGUY, R. (1977) A semantic analysis of the difference between el/la and lo. In (ed.) M. Suñer, Studies in Romance linguistics Washington D.C.: Georgetown University Press, 241-257.

REID, W.H. (1974) The Saussurian sign as a control in linguistic analysis. Semiotext(e), 1(1) 31-53.

_____. (1980) Meaning and narrative structure. CUWPL 5,2-19.

_____., and GILDEN, B. (1979) Semantic analysis without the sentence. In (eds) Clyne, Hanks, Hofbauer, The elements: A parasession on linguistic units and levels. Chicago: CLS,163-174.

TOBIN, Y.C. (1975) Two linguistic theories:An analysis of opposing views and a synthesis for a guideline for reading comprehension: Ph.D dissertation. New York University.

_____. (1979) A pedagogical view of Sanskrit Case. The Indian Journal of Applied Linguistics. 5 (2), 1-12.

_____. (1980) "Several 'buts' about it" (ms) paper given at the Annual meeting of the Israeli Association for Applied Linguistics. Jerusalem, Sept 29, 1980.

_____. (1981 a) An applied linguistic model to improve reading comprehension in Spanish. Lenguaje y Ciencias 21 (1),1-26.

_____. (1981 b) The last case of Romance:A decoding model for Romanian case. Revue Roumaine de Linguistique 26(2), 169-176.

_____. (1981 c) Teaching Latin case through different linguistic approaches. Latin Teaching 36(1),24-38.

_____. (1981 d) Participation systems, prepositions and deep structure case as decoding models for modern Hebrew. ITL Review of Applied Linguistics. 54(4),45-63.

_____. (1982 a) Deep structure, de Saussure and decoding French. Bulletin CILA. (in press).

_____. (1982 b) Applying linguistics to decoding sentences in Italian. Studi Italiani di linguistica Teorica e Applicata. 2(3),1-22.

_____. forthcoming (a). Asserting one's existence in modern Hebrew: A Saussurian based analysis of the domain of focus in selected 'Existentials'. (to appear in Lingua 57/58.

_____. forthcoming (b). Applying two linguistic models to improve reading comprehension in German. IRAL. (to appear in #2,May,1984).

_____. forthcoming (c) Case morphology and language teaching. (to appear in Papers in Linguistics).

ZUBIN, D. (1975) On The Distributional Properties of Surface Morphology and Their Consequences for Semantic Analysis. CUWPL 2,189-218.

_____. (1979) Discourse Function of Morphology. In (eds.) T. Givon and C. Li, Discourse and Syntax. New York: Academic Press, 469-504.

_____. (1980) Meaning vs. Government. CUWPL 5,20-33.

Data Sources

- Ha-Aretz - (Hebrew daily)

OZ, A. (1960) Michael Shelli. Tel Aviv: Am Oved

SENED, A. (1968) Ha-Nisayon Ha-Nosaf. Tel Aviv: Ha-Kibbutz HaMeuchad

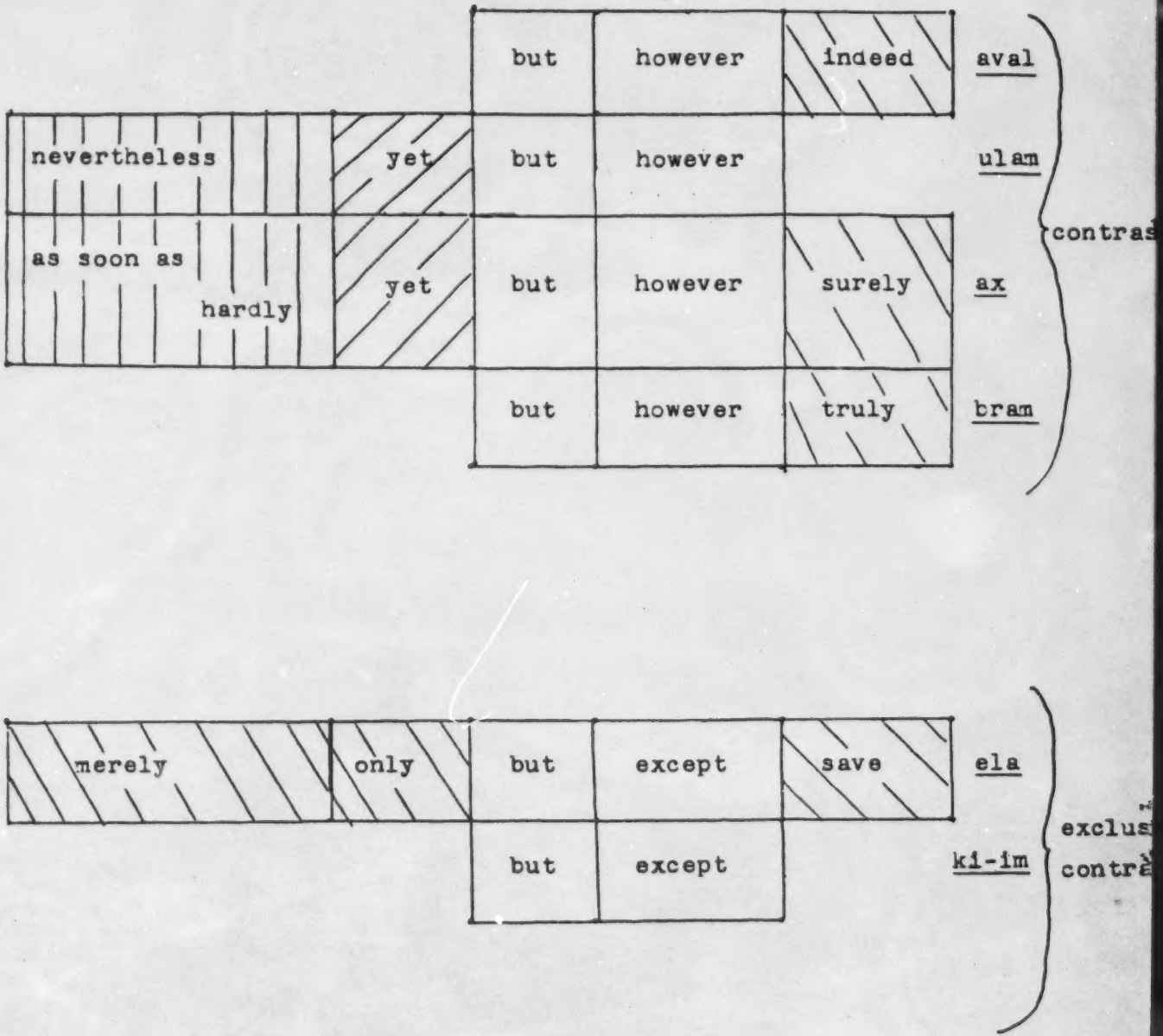
SPICEHANDLER, E. (1971) Modern Hebrew stories: A Bantam dual-language book. New York: Bantam

Siax Loxamim (1968) An anthology of soldiers conversations on the Six Day War. Tel Aviv: Ichud Ha-Kvutzot ve Ha Kibbutzim.

Yalkut Ha-Kzavim (1968) An anthology of "Palmach" Stories Tel Aviv: Ha Kibbutz Ha Meuchad.

- Figure 1 -

Contrastiveness In Hebrew (partial view)



- TABLE I -

The Distribution of 'But' Forms in Spoken Hebrew

| ki-im | ela | bram | ulam | ax | aval | Source | Conversation Category |
|---|---|---|---|---|---|---|---|
| - | 59 | - | - | 2 | 386 | Siax Loxamim | |
| 1 | 2 | 1 | 1 | 1 | 53 | Yalkut Ha-Kzavim | |
| 1 | 61 | 1 | 1 | 3 | 449 | | TOTAL |

- TABLE 2 -

Frequency and Distribution of 'But' forms

in Publicity-(Journalistic) texts

| ki-im | ela | bram | ulam | ax | aval | Source | Journalistic Category |
|---|---|---|---|---|---|---|---|
| | | | | | | Ha-Aretz | |
| | 13 | 1 | 12 | 17 | 28 | 11.1.80 | |
| | 13 | | 14 | 19 | 27 | 18.1.80 | |
| | 11 | 1 | 16 | 42 | 27 | 25.1.80 | |
| | 26 | | 9 | 58 | 27 | 8.2.80 | |
| | 28 | | 12 | 49 | 16 | 15.2.80 | |
| | 22 | | 11 | 74 | 51 | 19.2.80 | |
| | 6 | | 3 | 32 | 55 | 22.2.80 | |
| | 33 | | 12 | 38 | 64 | 7.3.80 | |
| | 24 | | 4 | 29 | 11 | 14.3.80 | |
| | 32 | | 6 | 53 | 57 | 21.3.80 | |
| 1 | 26 | | 12 | 44 | 15 | 28.3.80 | |
| | 33 | | 14 | 58 | 57 | 4.4.80 | |
| | 35 | | 6 | 64 | 23 | 11.4.80 | |
| | 26 | | 2 | 69 | 46 | 18.4.80 | |
| | 31 | | 25 | 64 | 63 | 28.4.80 | |
| 1 | 359 | 2 | 158 | 710 | 560 | | TOTAL |

- TABLE 3 -

Distribution of 'But' Forms in

Scientific-Academic Texts

| ki-im | ela | bram | ulam | ax | aval | Source | Scientific Academic Texts |
|---|---|---|---|---|---|---|---|
| | | | | | | Balshanut Shimushit | |
| | 9 | | | 11 | 5 | Article #1 | |
| | 4 | | 11 | | 2 | Article #2 | |
| | 15 | | 3 | 10 | 18 | Article #3 | |
| | 6 | | 12 | 5 | | Article #4 | |
| | 2 | | 11 | 7 | 3 | Article #5 | |
| | 1 | | 6 | | 2 | Article #6 | |
| | 1 | 3 | 1 | 6 | | Article #7 | |
| 1 | 1 | 1 | 10 | 1 | 2 | Article #8 | |
| 3 | 49 | | 42 | 48 | 63 | Article #9 | |
| 4 | 88 | 4 | 96 | 88 | 105 | | TOTAL |

- TABLE 4 -

Frequency of 'But' forms in

Artistic (Literary Prose) Texts

| ki-im | ela | bram | ulam | ax | aval | Source | Artistic Literary Category |
|---|---|---|---|---|---|---|---|
| 12 | 12 | | | 34 | 93 | Oz 1968 | |
| 2 | 54 | | | 10 | 118 | Sened 1968 | |
| | 8 | | | 1 | 8 | Spicehandler 1971 Story #1 | |
| | 18 | | | | 22 | Story #2 | |
| 1 | 8 | | | 6 | 2 | Story #3 | |
| | | | | 2 | | Story #4 | |
| | 1 | | | 77 | 6 | Story #5 | |
| | 3 | | | 17 | 12 | Story #6 | |
| | 24 | | 2 | 23 | 17 | Story #7 | |
| 15 | 128 | | 2 | 156 | 278 | | TOTAL |